

**THE CORRELATION BETWEEN STUDENTS' READING  
ALOUD ACTIVITY AND THEIR ABILITY IN  
PRONUNCIATION ACCURACY AT  
MTS BAHRUL ULUM AL ISLAMY  
KAMPAR REGENCY**



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1433 H/2012 M**

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## **ABSTRACT**

### **NENENG GUSPITA SARI (2011) : THE CORRELATION BETWEEN STUDENTS' READING ALOUD ACTIVITY AND THEIR ABILITY IN PRONUNCIATION ACCURACY AT MTS. BAHRUL ULUM AL ISLAMY KAMPAR REGENCY**

The title of this research is The Correlation between Students' Reading Aloud Activity and their Ability in Pronunciation Accuracy at Mts. Bahrul Ulum Al Islamy Kampar Regency.

The writer has found those were some students who still have difficulties to pronounce words in English. Based on the syllabus of the first year students MTs. Bahrul Ulum Al Islamy Kampar Regency, the indicator of reading is the students should be able to read text aloud with good intonation and pronunciation accuracy. But, in reality, many of students still make mistake in pronouncing words in English.

From the problem above, the writer wanted to find out whether there is a significant correlation between Students' reading aloud activity and their ability in pronunciation accuracy.

This research was conducted at MTs. Bahrul Ulum Al Islamy Kampar Regency. The target population of this research is the first year student of Mts Bahrul Ulum Al Islamy Kampar Regency. The total number of population is 120 students consisting of four classes. The writer took the sample about 30 students by using simple random sampling. In analyzing the data, the writer used SPSS 16.0, especially for nonparametric correlation, it is used because the data consist of ordinal and interval.

As a result, based on the writer investigation, the writer found that there is a significant correlation between reading aloud activity and ability in pronuniation accuracy at the first year students of MTs Bahrul Ulum Al Islamy Kampar Regency. It is shown by statistical analysis  $r_{xy}$  (0.613) is higher than " Rho" table whether in the level of 5% or 1% ( $0.377 < 0.613 > 0.496$ ). It can be concluded that the alternative hypothesis ( $H_a$ ) is accepted and ( $H_o$ ) is rejected.

## ABSTRAK

NENENG GUSPITA SARI (2012) : HUBUNGAN ANTARA READING ALOUD ACTIVITY SISWA DAN KEMAMPUAN DALAM PRONUNCIATION ACCURACY DI MTS BAHRUL ULMU AL ISLAMY KABUPATEN KAMPAR.

Judul penelitian ini adalah hubungan antara reading aloud activity dan kemampuan dalam pronunciation accuracy di MTs. Bahrul Ulum Al Islamy Kabupaten Kampar.

Penulis menemukan bahwa masih banyak siswa yang memiliki kesulitan dalam pengucapan kata-kata dalam bahasa Inggris. Berdasarkan syllabus untuk kelas I di MTs. Bahrul Ulum Al Islamy Kabupaten Kampar, pada indikator membaca, siswa dituntut untuk mampu membaca nyaring setiap text dengan intonasi yang baik dan pronunciation accuracy. Tapi pada kenyataannya, masih banyak siswa-siswa yang melakukan kesalahan dalam pengucapan kata-kata dalam bahasa Inggris.

Dari masalah diatas, penulis ingin menemukan apakah ada hubungan yang signifikan antara Reading Aloud Acitivity siswa dengan kemampuan dalam Pronunciation Accuracy.

Penelitian ini dilakukan di MTs. Bahrul Ulum Al Islamy Kabupaten Kampar. Populasi dari penelitian ini adalah siswa kelas satu di MTs. Bahrul Ulum Al Islamy Kabupaten Kampar. Jumlah populasi dalam penelitian ini adalah 120 siswa yang terdiri dari 4 kelas. Penulis hanya mengambil sample sekitar 30 orang dengan menggunakan teknik acak. Dalam menganalisa data, penulis menggunakan SPSS seri 16.0, khususnya jenis korelasi nonparametrik, hal ini dikarenakan jenis data terdiri dari ordinal dan interval.

Hasil dari penelitian, penulis menemukan bahwa terdapat suatu hubungan yang signifikan antara reading aloud activity siswa dan kemampuan dalam pronunciation accuracy di MTs. Bahrul Ulum Al Islamy Kabupaten Kampar, berdasarkan analisa statistik  $r_{xy}$  (0.613) lebih tinggi dari tabel "koefisien korelasi rho", baik pada level 5% ataupun 1% ( $0.377 < 0.613 < 0.496$ ). Dapat disimpulkan bahwa hipotesis yang pertama ( $H_a$ ) diterima dan hipotesis yang kedua ( $H_o$ ) ditolak.

نينينغ غوسفينا (2011): العلاقة بين نشاط القراءة الجهرية و القدرة على دقة التلفيظ بالمدرسة الثانوية بحر العلوم الإسلامي منطقة كمبار.

يتم هذا البحث تحت العنوان العلاقة بين نشاط القراءة الجهرية و القدرة على دقة التلفيظ بالمدرسة الثانوية بحر العلوم الإسلامي منطقة كمبار. كشفت الباحثة أن الطلاب يلاقون المشكلات الكثيرة في تليظ الكلمات الإنجليزية يطلب الطلاب في دليل القراءة أن يقرأوا النصوص بصوت عالي مع حسن الترنيمة و دقة التليظ. ولكن في الواقع، كان أكثر الطلاب يصعبون على تليظ الكلمات الإنجليزية. بناء على المشكلات السابقة، حاولت الباحثة على البحث عن العلاقة الهامة بين نشاط القراءة الجهرية و القدرة على دقة التليظ.

انعتد هذا البحث بالمدرسة الثانوية بحر العلوم ا .الأفراد في هذا البحث طلبة الصف الأول بالمدرسة الثانوية بحر العلوم الإسلامي منطقة كمبار بقدر 120 طالب وهم من أربعة فصول. ثم أخذت الباحثة العينات نحو 30 طالبا بطريقة عشوائية. تحليل البيانات، استخدمت الباحثة س ف س س الإصدار السادس عشر الارتباط غير المعامل باعتبار أن أنواع البيانات من البيانات الرتيبية و الفاصلة. تدل نتائج الباحث أن هناك علاقة هامة بين نشاط القراءة الجهرية و القدرة على دقة التليظ بالمدرسة الثانوية بحر العلوم الإسلامي منطقة كمبار وكان التحليل الإحصائي  $r_{xy}$  (0 613) "rho" 5 1 (4.496<0.613>0.377). ثم استتبعت الباحثة أن الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة.

نېينېغ غوسفیتا (2011):

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Pronunciation is the way of language to be spoken. Pronunciation classes consisted of imitation drills, memorizations of patterns, minimal pair exercises and explanations of articulatory phonetics (Brown, 1994:258)<sup>1</sup>. It was a key to gain full communicative competence. Generally we all know that pronunciation is what we are learning about how to pronounce the words correctly and clearly. In pronouncing the words, we produce the sounds of the words correctly by putting the organ of speech in the right position of the words. Automatically, the sounds will be pronounced correctly, clear and can be understood by the audience.

English is one of foreign languages taught beginning from elementary schools up to universities. In learning process, there are four language skills that must be mastered by all of English language learners, they are speaking, listening, reading and writing. All of the skills can be supported by the components of English such as vocabulary, grammar, pronunciation based on the topic as a tool to reach the goal.

MTs Bahrul 'Ulum Al Islamy is one of Islamic junior high schools located on Lintas Pekanbaru-Taluk Kuantan street. A Junior High School, MTs Bahrul Ulum Al Islamy is oriented on islamic education and general lesson. English is also taught as one of the primary subjects and tested nationally in national

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<sup>1</sup> H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Fransisco; Prentice Hall Regents, 1994), P. 258

examination. The purpose of teaching English is the students can develop their language skills and can communicate in oral and written in daily activity. The curriculum used in this school is KTSP (School Based Curriculum).

One of the primary subjects in teaching English is reading. Reading has been described as a process of decoding a particular writing system into a language or a process of getting meaning from written material. According to Hammer, states that reading as an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these messages<sup>2</sup>. It means that reading not only look at the written word but also understand what they mean. The attention on reading subject is given more than other subjects in teaching and learning process.

In syllabus at the first year of Bahrul Ulum Al Islamy, standard competence on reading is to comprehend meaning of the text. One of the indicators is the students are able to read text aloud with the good intonation and pronunciation accuracy<sup>3</sup>. It means that students must be able to read the text orally to improve their speech and understanding, and gain much enjoyment when they are reading.

One of the usefull skills on reading is reading aloud activity. It can help the students to practice and applying qualities of voice and able to pronounce every word or sentence with correct pronunciation especially in speaking situation. Hancock stated that reading aloud is good pronunciation practice<sup>4</sup>. In other words, reading aloud can help students to improve their pronunciation and showing their expression while reading the text aloud. Richard, Jack C defines pronunciation as

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<sup>2</sup> Jeremy Hammer. *The Practice of Language Teaching*. ( London;Longman, 1991 ), P .190

<sup>3</sup> Tim Penyusun Syllabus Bahasa Inggris Kelas 1 Mts Bahrul Ulum Al Islamy. 2011.Unpublished.

<sup>4</sup> Hancock. *English Pronunciation in Use*. (Cambridge: Cambridge University Press. 2006), P. 92

the way a certain sounds or sounds are produced.<sup>5</sup> It means that pronunciation is what we are learning about how to pronounce the words correctly and clearly.

There are several components of pronunciation that should be known by the students. They are sounds, syllables, word stress and rhythm, consonant and intonation.<sup>6</sup> All components are very crucial for pronunciation accuracy. Brown states that accuracy is one of important points in oral communication<sup>7</sup>. It means that accuracy is one important thing to the degree to which student's reading aloud conforms to the letter-sound convention of printed English.

Based on the preliminary study at MTs Bahrul 'Ulum, the writer found some problems faced by students in learning English, especially in reading lesson. It could be seen from their responses when the teacher asked them to read, they can read the familiar words, but when they found unfamiliar words, they just read as they like meaning that they read based on the written symbols in the text. for example, the word 'silent' they just read 'si len'. Instead of 'sailen'. The problem faced by the students are indicated in some phenomena as follows:

1. Some of students are not able to pronounce the new word clearly.
2. Some of students are able to read aloud but they are not able to pronounce the sounds <s> and <ed> endings of the words.
3. Some of students are not able to pronounce all words with correct number of syllables such as watched, lives etc

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<sup>5</sup> Jack C Richard. *Language Teaching and Applied Linguistics*. (Harlow: British Library.1992).P,296

<sup>6</sup> Rebecca M Dauer. *Accurate English: A Complete Course In Pronunciation*. (New jersey: Prentice Hall Regents, . 1993), P. 4-5

<sup>7</sup> H. Douglas Brown. *Loc. Cit*, P. 254

4. Some of students are not able to use syntactic cues (such as punctuation) and intonation (rise voice and fall voice)
5. Some of students are still not able to make difference sounds between the vowels. Such as 'seat' and 'sit', 'good' and 'food'.

Based on phenomena above the writer is interested in carrying out a research on the problem above entitled: "THE CORRELATION BETWEEN STUDENTS' READING ALOUD ACTIVITY AND THEIR ABILITY IN PRONUNCIATION ACCURACY AT MTS. BAHRUL ULUM AL ISLAMY KAMPAR REGENCY".

#### **B. Reason of Choosing the Title**

There are some reasons why the writer chooses this title as follows :

1. As far as the writer is concerned, this problem has never been investigated by any researchers yet.
2. The topic is relevant to the writer as one of the students of English education department.
3. The title of this research is very necessary to be investigated because the writer wants to find out if there is a correlation between reading aloud activity and ability in pronunciation accuracy.

## **C. The Problem**

### **1. Identification of the Problem**

Based on the background of the problem and supported by the symptoms above, it is clear that some of students at the first year of Mts Bahrul Ulum Al Islamy still have the obstacle in reading lesson, especially to print correct pronunciation while reading aloud; thus, the problems in this research are identified as follows :

- a. Is there any significant correlation between students' reading aloud activity and ability in pronunciation accuracy at the first year of MTs. Bahrul Ulum Al Islamy Kampar Regency?
- b. How is students' reading aloud activity at the first year of MTs. Bahrul Ulum Al Islamy Kampar Regency?
- c. How is students' ability in pronunciation accuracy at the first year of MTs. Bahrul Ulum Al Islamy Kampar Regency ?
- d. What causes the students have low ability in pronunciation accuracy?
- e. What factors that influence students' reading aloud activity?
- f. How many time the students practice their reading aloud activity to improve their pronunciation accuracy?

### **2. Limitation of the Problem**

Based on the identification of the problem, some problems are found in this research. To think of the limitation of the writer, therefore, writer needs to limit the problems of this research. The writer limits the problem to

focus on students' reading aloud activity and ability in pronunciation accuracy. The writer wants to find out if there is any significant correlation between students' reading aloud activity and their ability in pronunciation accuracy.

### **3. Formulation of the Problem.**

The problem of this research can be formulated in the following research question:

- a. Is there any significant correlation between students' reading aloud activity and ability in pronunciation accuracy at the first year of MTs. Bahrul Ulum Al Islamy Kampar Regency ?
- b. How is students' reading aloud activity at the first year of MTs. Bahrul Ulum Al Islamy Kampar Regency ?
- c. How is students' ability in pronunciation accuracy at the first year of MTs. Bahrul ulum Al Islamy Kampar Regency ?

### **D. Objective of the Research**

1. To find out whether there is a correlation between students' reading aloud activity and ability in pronunciation accuracy of the first of MTs Bahrul Ulum Al Islamy Kampar Regency.
2. To find out how the students' reading aloud activity of the first year of MTs Bahrul Ulum Al Islamy Kampar Regency .



3. To find out how the students' pronunciation accuracy of the first year of MTs Bahrul Ulum Al Islamy Kampar Regency.

#### **E. Need of the Research**

1. To give contribution for the English teachers in order to improve students' reading aloud activity and pronunciation accuracy
2. To give contribution for the students to increase their ability in pronouncing accuracy and their performance in reading aloud.
3. To enlarge the writer's knowledge about the research especially the writer's insight scientifically in the topic of students' reading activity.
4. To provide information for the next research.

#### **F. Definition of the Term**

In order to avoid misunderstanding in reading this paper, it is necessary to define the following terms :

1. Correlation is simply a measure of how things are related to one another (Hornby, 1998:296).<sup>8</sup> In the other definition a correlation is a statistical test to determine the tendency of pattern for two or more variables of data to vary consistently.
2. Reading aloud activity is reading by mouth, it is widely in the first language teaching on the anitial stages of reading program in order to help children match sounds with the symbol of written language;

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<sup>8</sup> A.S. Hornby. *Oxford Advanced Learner's Dictionary of Current English*. (New York: Oxford University, 1998), P. 296

either by combining the sounds of single letters or letter clusters, or decoding the whole words (Eysenck, 1990: 297)<sup>9</sup>.

3. Ability is skill or power to do something (Longman: Oxford University Press, 2003:1)<sup>10</sup>
4. Pronunciation accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output.(Brown,1994:254)<sup>11</sup>

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<sup>9</sup> Eysenck. *Reading Aloud as the Way in Improving Students' Ability in Writing and Reading in Such a Way*. ( New Jersey: Prentice Hall Regents, 1990 ), P. 297

<sup>10</sup> Longman. *Oxford Learners' Pocket Dictionary*. ( New York: Oxford University, 2003), P. 1

<sup>11</sup>H. Douglas Brown. *Loc. Cit*, P. 254

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

##### **1. Nature of Reading Aloud**

Reading is one of the four language skills in second language learning. In many second and foreign language-teaching situation, reading receives a special focus. By reading the students are able to read for information and pleasure, for their study purpose and their social needs. In academic setting, reading is assumed to be the central means for learning new information and gaining access to alternative explanation and interpretation. It is clear that reading is one way to get information, knowledge and insight from various books or other reading materials.

Thus, the teaching of reading is crucial to enable students to handle the text book or other references written in English. It is clearly stated in curriculum that students have to be able to read clearly and pronounce every word in good ways as well as understand the reading text. So, the students should have the capability of reading well to make them have good reading, pronunciation of the words and get the ideas in the text.

Every learner, who wants to be able to read fluently, must develop his or her reading skills overtime and with a great deal of practice. One of the usefull skills on reading is reading aloud activity. Its can help them to practice and read aloud,

focusing on stress, timing, and intonation,<sup>1</sup> in applying the reading skills and printed English word besides getting new information.

A reading aloud activity is one of the activities that usually occurs in teaching pronunciation. Harmer stated that reading aloud is an enjoyable activity, when done with conviction and style.<sup>2</sup> It means that a reading aloud can be used as a model base his own production on.

According to Hendry Guntur, there are some skills that must have in reading aloud.<sup>3</sup>

1. Pronounce the word clearly
2. Use the phrase correctly
3. Use the intonation of word clearly
4. Have the comprehension about the sign of reading text, such as :  
coma (,), full stop (.), note of exclamation (!), and question mark (?).
5. Read the text with expression
6. Read fluently
7. Read accurately

In reading aloud performance, the students have four important things for oral interpretation, they are as follows:

1. To use language cues and text structure for an effective reading aloud.

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<sup>1</sup>. Marrienne Celce Murcia, Donna M. Brinton and etc. *Teaching Pronunciation*. (Cambridge: Cambridge University Press. 1996) P.9

<sup>2</sup>. Jeremy Harmer. *The Practice of English Language Teaching*. 3<sup>rd</sup> ed. (Harlow: Pearson Education, 2001), P . 230

<sup>14</sup>. Hendry Guntur. *Membaca Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 1979), P. 24

2. To find meaning in the text as a reader.
3. To communicate an interpretation of the text to an audience.
4. To deliver a performance that stands apart from the original text as a reader's response

Allan Matthews in Noor Khiyar stated, the performance stage aims to give students opportunity to :<sup>4</sup>

1. Realize the usefulness and relevance of the new language and their need to learn it.
2. Concentrate on the meaning of the new language and where appropriate its degree of formality.
3. Pay attention to the pronunciation, stress, intonation and spelling of the new language.
4. Focus on the grammar (syntax and morphology) of the new language.

There are some aspects of reading aloud performance, they are as follows:

1. Accuracy

Accuracy refers to the degree to which a student's reading aloud conforms to the letter-sound convention of printed English. Accuracy is measured as a percentage of words correctly.

2. Rate.

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<sup>13</sup>. Noor Khiyar S. "Correlation between Students Ability in Understanding the Author's Idea and their Performance in Oral Reading at the Second Year of Islamic Junior High School of Bahrul Ulum Kuansing". (UIN SUSKA, 2007). P, 13

Rate refers to the speed at which the students read aloud. Rate measures both the number of words per minute for the entire performance and the number of words in the initial minute of reading aloud.

### 3. Fluency.

Fluency is considered a distinct attribute of reading aloud separate from accuracy and rate. Fluency is defined in terms of phrasing, adherence to the author's syntax, and expressiveness.

## 2. Nature of Pronunciation

Pronunciation is one of the necessary of oral communication. Its learning about how to pronounce the words correctly and clearly. Jack et all. defines the pronunciation is the way a certain sounds or sound are produced.<sup>5</sup> It means that how we produce the sounds of the words in good way and can be understood by other in order to reach the communication.

In Indonesia, English is taught as a foreign language and as foreign language is used for communication. To communicate in English, one has to own good pronunciation (in order to deliver the messages successfully to interlocuter and to avoid misunderstanding) which is called "standard speech". The standard speech describes the socially acceptable patterns of speech as used by the educated person of any community". The speech standard used and acceptable in the world is officially London pronunciation.

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<sup>5</sup>. Jack C Richards. *Loc.Cit*, P. 296

The word “pronunciation” means, way in which a language is spoken, the word “accuracy” means, exactness, correctness. According to Gillian Brown (1983:26) says that ‘correctness’ in term of pronunciation is also, as we have remark, a frequent goal in spoken language programmes<sup>6</sup>. In other word, one’s pronunciation accuracy means, the way of someone or utters English sounds exactly as the native speakers do or speech standard.

There are various learning steps to acquire a foreign language, particularly in pronunciation. Students must grown their own motivation in giving some efforts to improve their skills and ability in English, such as practicing their speaking ability, making their to be ears accustomed to English sounds and so forth.

Marianne Celce et all in her book: *Teaching Pronunciation*, write down some ways to teach pronunciation as part of the communicative approach and practice material, they are :<sup>7</sup>

1. Listen and imitate.
2. Phonetic training.
3. Minimal pair drills.
4. Contextualized minimal pairs.
5. Visual aids.
6. Tounge twisters.
7. Developmental approximation drills.
8. Practice of vowel shifts and stress shifts related by affixation, and

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<sup>6</sup> Gillian Brown and George Yule. *Teaching the Spoken Language*. (Cambridge: Cambridge University Press, 1983), P.26

<sup>7</sup>. Marianne Celce Murcia, Donna M. Brinton and etc. *Loc Cit.* P, 8-9

#### 9. Reading aloud.

It seems that learning pronunciation is not easy, because one of the greatest challenges in teaching pronunciation is facilitating the carryover of teaching points into everyday communication. In other words, pronunciation is an important aspect in daily and formal communication (speaking).

Everybody sometimes pronounces the words differently even though between two people can be different to pronounce the words. The difference arises from a variety of causes; such as locality, early influence and social surroundings. In order to improve their accuracy in pronunciation, they are supposed to show their interest to be better than before. As Dewa Ketut says “someone can reveal his/her interest on something by an action or join actively in particular activity”.<sup>8</sup>

##### a. The Function of Pronunciation in a Language.

Pronunciation is one of the aspects of attaining in learning English, pronunciation on the measurement in learning English to reach the purpose that is the students can communicate in oral or written English.

Concerning the importance of pronunciation there is the benefit on using pronunciation accurately and clearly, the areas follow :

- 1) Other people will understand more easily when they speak.
- 2) It will help us to hear English sound better.
- 3) Being able to say a word with its correct pronunciation makes it easier to learn the words and its meaning.

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<sup>8</sup> Dewa Ketut Sukardi. *Bimbingan dan Konseling*. (Bina Aksara: 1988), p. 74



- 4) Speak more clearly and be understood by others.
- 5) Learn the answer to many questions about English pronunciation.

**b. Aspect that Influence Pronunciation Ability**

Kenworthy in H. Douglas brown identifies six factors affecting pronunciation:

1) Native language

Language will be most influential factors affecting a learners's pronunciation. Native language often interferon on the second language acquisition to pronunciation skill and it might be influenced by the differences of both languages. Behaviorists believe that similarity between two languages make learner learns the language easier. Mother tongue transfer is generally more systematic, pervasive, and persistent in the area of pronunciation. This information, in turn, can be made available to the learners, if appropriate.

2) Age

Critical period hypothesis stated that there is time in human development when the brain is predisposed for success in language. The younger the age when the learner begins to acquire English, the better the learner's pronunciation.

3) Exposure.

Exposure to target language can refer to both of the length of time and the intesity of the exposure over time. So, the quality and intensity of exposure is more important that the more length of time. If class time

spent focusing on pronunciation demands the full attention and interest of your students. Then they stand a good chance of reaching their goals.

4). Innate phonetics ability

Some people have good ability in phonetics but not in others. Their organ form supports them to pronounce each word correctly. Some people simply have more skill at or aptitude for imitating and producing sound and sound pattern that are new to them.

5). Identity and language ego (attitude)

Attitude and identity have positive relationship to pronunciation ability. Some one who has positive attitude toward English might be able to pronounce English well. Learner's attitude has toward the target language that speakers may affect his or her pronunciation, (the more favorable the attitude, the better the pronunciation, for the highly motivated learner is not opposed to sounding like target speakers).

6) Motivation and concern for good pronunciation

The motivation is related to success in learning second language and foreign language so, this factor is of greatest importance in pronunciation instruction; if the learner's motivation to improve is strong and if the investment of time and effort (genuine not reigns) is great, there will be improvement.

### **c. Supra Segmental Sounds in English**

A supra segmental is a vocal effect that extends over more than one sound segment in an utterance. It consists of stress, intonation and pitch, pause, and rhythm.

#### **1. Stress**

In English, each vowel sound and its nearby consonant form a syllable. Every word is made of one or more syllables. One syllable of a word spoken louder or with more force than the other syllable(s) is called the stressed syllable.

##### **a. Degrees of Stress**

- 1). Primary stress, indicated by the symbol / ' /
- 2). Secondary stress indicated by the symbol / ˈ /
- 3). Weak stress or unstressed with no mark

##### **b. Word stress and Sentence Stress**

Stress can be classified into word stress and sentence stress. A word stress is the stress within a word and sentence stress is within a thought group or a sentence.

#### **2. Intonation and Pitch.**

Intonation is the tune of what we say, more specifically that the combination of musical tones (pitch) on which we pronounce the syllable

that makes our speech. Intonation is important grammatically in distinguishing one type of sentence from another; and it is also important in signaling the attitude of speaker on what is saying.

### **3. Pause**

English is spoken in-groups of words, which are separated by pauses. There are two kinds of pauses, a short one and final one. The symbols are single bar for the short and final bar for the final pause.

#### **b. Rhythm**

The beat of strong stressed syllables in an English sentence helps to establish a rhythm, one stressed syllable in a sentence is a little stronger than the other stressed syllables; this syllable is said to have sentence stress.

### **B. Relevant Research**

To avoid the same title used in the research, the writer analyzes two relevant researches, which are done by two previous students of English Education of UIN SUSKA RIAU, they are :

1. Sumiyati entitled The Efforts of Increasing Pronunciation and Speaking Achievement among the Second Year Students of Language Program of MAN 2 Model Pekanbaru. She founds that there is significant in increasing pronunciation toward the students speaking achievement.

2. Buntat entitled Improving Reading Ability of the Sixth year students of SDN 003 Bukit Kapur Dumai by Reading Aloud Strategy. In his research, he founds that there is significant improving reading ability by reading aloud strategy.

### **C. Operational Concept**

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing- a research paper.<sup>9</sup>

Based on the statement above, the writer concludes that there are some factors that need to be operated in the operational concept. They are variable X and Y, variable X is the students' reading aloud activity, and variable Y is the students ability in pronunciation accuracy. To measure each variable the writer will identify them in some indicators as follows :

#### **1. Reading Aloud Activity (X variable)**

- a. The students do reading aloud at home
- b. The students read aloud each paragraph for several time to improve their pronunciation.
- c. The students pay attention to the punctuation, intonation, stress and pause while they do reading aloud.
- d. The students pay much attention while the teacher read the text a aloud in front of the class.

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<sup>9</sup> M. Syafi'i. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: LBSI, 2007), P.122

- e. The students will imitate when the teachers teach to pronounce new words.
- f. The students watch the English movie to identify how the native speakers pronounce the words accurately .
- g. The students will use their spare time to read English book especially in every morning.
- h. The students record their voice to know their ability in pronouncing English words.

## **2. Ability in Pronunciation Accuracy (Y variable)**

- a. The students are able to read a sentence correctly based on a good intonation.
- b. The students are able to pronounce the word by using correct pause and stress.
- c. The students are able to pronounce 'es' and 'ed' ending of the words
- d. The students are able to differentiate the consonants of 'c', 'd', 'f', 'h', 't', 'w', and 'y'.
- e. The students are able to revise the mispronunciation in minimal pairs of words such as 'sit' and 'seat'.

#### **D. The Assumption**

The research assumptions are as follows:

1. The students' performance in reading aloud activity is varied.
2. The students have different ability dealing with pronunciation accuracy.

#### **E. The Hypothesis**

Ho: There is no significant correlation between the first year student's reading aloud activity and ability in pronunciation accuracy.

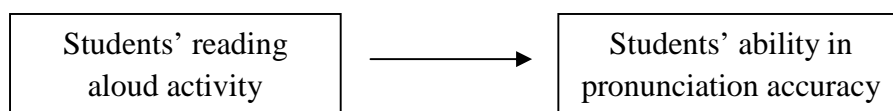
Ha: There is significant correlation between the first year student's reading aloud activity and ability in pronunciation accuracy.

### CHAPTER III

#### RESEARCH METHODOLOGY

##### **A. The Research Design**

This research is categorized as a correlational study. Correlational study involves collecting data in order to determine whether, and what degree, a relationship exists between two or more quantifiable variables.<sup>1</sup> The purpose of a correlational study is to determine relationship between variables or to use this relationship to make predictions.<sup>2</sup> There are two variables in this research, they are variable X and variable Y. Variable X is reading aloud activity, and the variable Y is student's ability in pronunciation accuracy.



##### **B. The Time and Location of the Research**

This research was conducted at the first year students of Mts. Bahrul Ulum Al Islamy and it was started from April to June 2011.

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<sup>1</sup>. Gay, L. R and Peter Airasian. *Educational Research*. Sixth Edition. ( New Jersey : Von Hoffmann Press, 2000 ), P. 345.

<sup>2</sup>. Ibit



### **C. The Subject and the Object of the Research.**

The subject of this research was the first year students of Mts. Bahrul Ulum Al Islamy Kampar Regency, and the object was the students' reading aloud activity and ability in pronunciation accuracy.

### **D. The Population and Sample.**

The total of populations of the first year students of Islamic Boarding Junior High School Bahrul Ulum are 120 students. They were divided into 4 classes. Because the amount of the population was more than 100, the sample need 25 % or more from the population<sup>3</sup>. In this research the writer took 25% from the population is 30 students as the sample by using simple random sampling.

**Table III. 1**

**Sample of Population**

No	Class	Total of students	Sample (25%)
1	VII A	28	7
2	VII B	30	7
3	VII C	31	8
4	VII D	31	8
Total		120	<b>30</b>

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<sup>3</sup>. Suharsimi Arikunto. *Prosedur Penelitian suatu Pendekatan Praktik*. ( Jakarta : PT. Asdi Mahasatya, 2006), P. 134

## **E. The Technique of Collecting Data**

In collecting the data, the researcher used the techniques as follows:

### **1. Questionnaire**

The researcher used questionnaire because the writer wanted to investigate the students' reading aloud activity. The questions were constructed based on the indicators of reading aloud activity.

### **2. Pronunciation test**

The researcher used oral test to find out the students' ability in pronunciation accuracy with the topic that students have studied. In oral test, the researcher asked the students to read aloud by given topics.

According to Hughes, oral test should consist of five components to be related. They are accent (pronunciation), grammar, vocabulary, fluency, and comprehension<sup>4</sup>. Oral test consists of a set of qualities to be rated and a series of possible ratings. In this research, the writer just focus on accent (pronunciation). The oral test of students will be recorded, analyzed, and scored. The scoring process will be done by the two raters who act out of the researcher.

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<sup>4</sup> Arthur Hughes. *Testing for Language Teachers: Second Edition*. (Cambridge: Cambridge University Press, 1989), P. 111-112.

**Table III. 2**  
**The Indicators of Ability in Pronunciation Test**

No	Items' Noticing	The Indicators
1	Accent	<ol style="list-style-type: none"> <li>1. Pronunciation frequently unintelligible.</li> <li>2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.</li> <li>3. "Foreign accent" require concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.</li> <li>4. Marked "foreign accent" and occasional mispronunciation that do not interfere with understanding.</li> <li>5. No conspicuous mispronunciation, but would not be taken for a native speaker.</li> </ol>

Thus, to measure students' ability in pronunciation accuracy, the researcher relates the explanation above with the following accumulation.

**Table III. 3**  
**Conversion Table**

Level	Total Score
1	20
2	40
3	60
4	80
5	100

## **F. The Technique of Data Analysis**

The technique of data analysis in this study is non parametric correlation especially for Spearman's rho<sup>5</sup>. It used because the data are containing ordinal and interval.

Moreover, to interpret the level of student's reading aloud activity and ability in pronunciation accuracy, the researcher determined it based on the two categories below<sup>6</sup>:

**Table III. 4**  
**The Categories of Student's Reading Aloud Activity**

<b>No</b>	<b>Score</b>	<b>Categories</b>
1	80-100	Very high
2	66-79	High
3	56-65	Middle
4	0-55	Low

**Table III. 5**  
**The Categories of Student's Ability in Pronunciation Accuracy**

<b>No</b>	<b>Score</b>	<b>Categories</b>
1	80-100	Very Good
2	66-79	Good
3	55-65	Enough
4	40-54	Less
5	30-39	Fail

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<sup>5</sup>. Singgih Santoso. *Menguasai Statistik di Era Informasi*.( Jakarta: Gramedia, 2005), P. 338

<sup>6</sup>. Suharsimi Arikunto. *Op. Cit*, P. 245

Then, to determine the correlation between 2 variables, the following category will be used:

**Table III. 6**  
**The Interpretation of Correlation Coefficient**

Coefficient Interval	Level of Correlation
0.00 – 0.200	Very Low
0.200 – 0.400	Low
0.400 – 0.700	Middle
0.700 – 0.900	Strong
0.900 – 1.000	Very Strong

**G. The Analysis of the Reliability**

The categories of reliability test are as follows:

**Table III. 7**  
**The Level of Reliability**

Reliability	Level of Reliability
0.0 – 0.20	Low
0.21 – 0.40	Sufficient
0.41 – 0.70	High
0.71 – 1.0	Very high

In this research, the writer used inter rater reliability, it was used because the test was measuring speaking ability.<sup>7</sup> In other words, pronunciation accuracy is part of speaking ability.

Because the final mark given to the examinee is a combination of the ratings of two raters, whether an average or a simple sum of ratings, the actual level of reliability depends on the number of the rater.<sup>8</sup>

Next, the *Spearman-Brown-Prophecy Formula* is used to describe the relationship between reliability and test length. The following is the formula.

$$r_{tt} = \frac{nr_{A,B}}{1+(n-1)r_{A,B}}$$

Where,  $r_{tt}$  = inter rater - reliability

$n$  = the number of raters whose combined estimates form the final mark for the examinees

$r_{A,B}$  = The Correlation between the raters, or the average correlation among all raters if there are more than two.

Then, the reliability of pronunciation accuracy can be seen as follows:

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<sup>7</sup>. Grant Henning. *A Guide To Language Testing*. (Cambridge: Newbury House Publishers: 1987), p. 82

<sup>8</sup>. Ibid.

$$r_{tt} = \frac{nr_{A,B}}{1+(n-1)r_{A,B}}$$

$$r_{tt} = \frac{2(0.924)}{1+[(2-1)0.924]}$$

$$r_{tt} = \frac{1.848}{1.848}$$

$$r_{tt} = 1.0$$

Because the result of reliability is  $1.0 > 0.70$ , so the reliability is very high.

## H. The Analysis of Validity

In this research, the writer used content validity, it is used whether or not the content of the test is sufficiently representative and comprehensive for the test to be a valid measure of what it is supposed to measure.<sup>9</sup>

In this research, the writer made the oral test suitable for the pronunciation of the test. The writer made the test by using the syllabus for the first year students of Bahrul Ulum Al Islamy. The writer used two raters to measure the oral test. And there were some aspects to be measured, they were articulation, intonation, stress, pitch, pause and rhythm.

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<sup>9</sup> Grant Henning. *Loc.Cit.* p, 94

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The Data Presentation**

In this chapter, the writer presents the result of the research data collected from the first year students of MTs. Bahrul Ulum Al-Islamy. The number of the students is 30. The presented data were gained through questionnaire, and test.

The data about student's reading aloud activity were obtained through questionnaires, in accordance with the operational concept in the chapter II. Reading aloud test was used to obtain the students' ability in pronunciation accuracy.

#### **1. Data on Students' Reading Aloud Activity**

In order to get the description of students' reading aloud activity, the researcher used questionnaire. Each item of the questionnaire was taken from the indicators of the students' reading aloud activity. There were fifteen statements in this questionnaire. Each statement was derived from indicators in operational concept. There are several various kinds artificial scale of use in the construction of questionnaires. They are demographich, likert, semantic differential, and general rating scales.<sup>1</sup> So, in this research to measurement the questionnaire, the writer used the likert – scale. It used because there are five-point scale used most commonly to elicit extend of agreement with some statement of opinion or

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<sup>1</sup> Grant Henning. *Loc.Cit.* p, 21



attitude. According to Arikunto (2008:100) state that if we want to decide about graduation, condition about something or respondents' opinion, the alternative answer of our questionnaire can be such: "always", "often", "sometimes", "seldom", "never", etc".<sup>2</sup>

In this research, the writer only used four alternative answer questionnaires. The writer through that there were weaknesses if the questionnaire used five alternative answer because many of the respondents would choose the middle answer is that "sometimes" (because it was easy and the respondents did not need to think). That is why this research only used four alternative answers.

There are eight indicators, and these indicators developed into fifteen questionnaires which are specified from each statement. The indicators are:

1. The students do reading aloud at home
2. The students read aloud each paragraph for several time to improve their pronunciation.
3. The students pay attention to the punctuation, intonation, stress and pause while they do reading aloud.
4. The students pay much attention while the teacher read aloud text in front of the class.
5. The students will imitate when the teachers teach to pronounce new words.
6. The students watch the English movie to identify how the native speakers pronounce the words accurately.

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<sup>2</sup>. Suharsimi Arikunto. *Evaluasi Program Pendidikan*. ( Jakarta : PT. Bumi Aksara, 2008), P. 100

7. The students will use their spare time to read English book especially in every morning.
8. The students record their voice to know their ability in pronouncing English words.

To give the score to each questionnaire, the writer used one way, which was positive statement. For the positive statement, the writer gave score: 4 for always, 3 for often, 2 for seldom, and 1 for never.

**Table IV.1**  
**The Students do Reading Aloud Activity at Home**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	2	6.7%
B	Often (3)	3	10%
C	Seldom (2)	17	56.7%
D	Never (1)	8	26.6%
Total		30	<b>100%</b>

From the table above, there are 2 (6.7%) students who answer always, 3 (10%) who answer often, 17 (56.7%) who answer seldom, and 8 (26.6%) who answer never. It shows that the majority of the students seldom do reading aloud activity.

**Table IV. 2**

**The Students Read Aloud Each Paragraph in the Text for Several Time to Improve Their Pronunciation.**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	1	3.3%
B	Often (3)	15	50%
C	Seldom (2)	12	40%
D	Never (1)	2	6.7%
Total		30	<b>100%</b>

From the table above, there are 1 (3.3%) students who answered always, 15 (50%) who answer often, 12 (40%) who answer seldom, and 2 (6.7%) who answer never. It shows that the majority of the students often read aloud each paragraph in the text for several time to improve their pronunciation.

**Table IV. 3**

**The Students Pay Attention to the Intonation while They Read Aloud**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	1	3.3%
B	Often (3)	6	20%
C	Seldom (2)	21	70%
D	Never (1)	2	6.7%
Total		30	<b>100%</b>

From the table, there are 1 (3.3%) students who answer always, 6 (20%) who answer often, 21(70%) who answer seldom, and 2 (6.7%) who answer never. It means that most of the students seldom pay attention to the intonation while they read aloud.

**Table IV. 4**  
**The Students Pay Attention to the Pause while They Read Aloud**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	1	3.3%
B	Often (3)	2	6.7%
C	Seldom (2)	23	76.7%
D	Never (1)	4	13.3%
Total		30	<b>100%</b>

From the table above, there are 1 (3.3%) students who answer always, 2 (6.7%) who answer often, 23 (76.7%) who answer seldom, and 4 (13.3%) who answer never. Therefore, it can be concluded that most of the students seldom pay attention to the pause while they read aloud.

**Table IV. 5**  
**The Students Use Stress while They Read the Text Aloud**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	2	6.7%
B	Often (3)	12	40%
C	Seldom (2)	15	50%
D	Never (1)	1	3.3%
Total		30	<b>100%</b>

From the table above, there are 2 (6.7%) students who answer always, 12 (40%) who answer often, 15 (50%) who answer seldom, and 1 (3.3%) who answer never. It means that most of the students seldom use stress while they read the text aloud.

**Table IV. 6**  
**The Students Pay Attention to Punctuation while They Read Aloud**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	1	3.3%
B	Often (3)	17	56.7%
C	Seldom (2)	10	33.3%
D	Never (1)	2	6.7%
Total		30	<b>100%</b>

From the table, there are 1 (3.3%) students who answer always, 17 (56.7%) who answer often, 10 (33.3%) who answer seldom, and 2 (6.7%) who answer never. It means the majority of the students always pay attention to punctuation while they read aloud.

**Table IV.7**  
**The Students Pay Much Attention while the Teacher Read Aloud Text in front of the Class**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	13	43.3%
B	Often (3)	15	50%
C	Seldom (2)	2	6,7%
D	Never (1)	0	0%
Total		30	<b>100%</b>

From the table above, there are 13 (43.3%) students who answer always, 15 (50%) who answer often, 2 (6.7%) who answer seldom, and 0 (0%) who answer never. It means that most of the students often pay much attention while the teacher read aloud text in front of the class.

**Table IV.8**

**The students Imitate when the Teachers Teach to Pronounce New Words**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	16	53.3%
B	Often (3)	12	40%
C	Seldom (2)	2	6.7%
D	Never (1)	0	0%
Total		30	<b>100%</b>

From the table above, there are 16 (53.3%) students who answer always, 12 (40%) who answer often, 2 (6.7%) who answer seldom, and 0 (0%) who answer never. It means the majority of the students always imitate when the teachers teach to pronounce new words.

**Table IV.9**

**The Students Practice Reading Aloud in front of the Class**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	1	3.3%
B	Often (3)	13	43.3%
C	Seldom (2)	16	53.4%
D	Never (1)	0	0%
Total		30	<b>100%</b>

From the table, there are 1 (3.3%) students who answer always, 13 (43.3%) who answer often, 16 (53.4%) who answer seldom, and 0 (0%) who answer never. Therefore, it can be concluded that most of the students seldom practice reading aloud in front of the class.

**Table IV.10**  
**The Students Watch the English Movie to Identify how the Native Speakers Pronounce the Words Accurately.**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	8	26.7%
B	Often (3)	21	70%
C	Seldom (2)	1	3.3%
D	Never (1)	0	0%
Total		30	<b>100%</b>

From the table above, there are 8 (26.7%) students who answer always, 21 (70%) who answer often, 1 (3.3%) who answer seldom, and 0 (0%) who answer never. It shows that the majority of the students often listen the english song to identify words in English sounds.



**Table IV.11**  
**The Students Use Their Spare Time to Read English Book Especially in Every Morning.**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	1	3.3%
B	Often (3)	21	70%
C	Seldom (2)	8	26.7%
D	Never (1)	0	0%
Total		30	100%

From the table above, there are 1 (3.3%) students who answer always, 21 (70%) who answer often, 8 (26.7%) who answer seldom, and 0 (0%) who answer never. Therefore, it can be concluded that most of the students often use their spare time to read English book.

**Table IV.12**  
**The Students Watching English Movie to Listen how They Produced Sounds in Real Words**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	3	10%
B	Often (3)	23	76.7%
C	Seldom (2)	4	13.3%
D	Never (1)	0	0%
Total		30	100%

From the table, there are 3 (10%) students who answer always, 23 (76.7%) who answer often, 4 (13.3%) who answer seldom, and 0 (0%) who answer never. Therefore, it can be concluded that most of the students often watching English movie to listen how they produced sounds in real words.

**Table IV.13**  
**The Students Opened Dictionary if they Found Difficult Word and Try to Pronounce it.**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	3	10%
B	Often (3)	22	73.3%
C	Seldom (2)	5	16.7%
D	Never (1)	0	0%
	Total	30	<b>100%</b>

From the table above, there are 3 (10%) students who answer always, 22 (73.3%) who answer often, 5 (16.7%) who answer seldom, and 0 (0%) who answer never. It means that the majority of the students seldom opened dictionary if they found difficult word and try to pronounce it.

**Table IV.14**

**The Students Write Down New Word Found while Reading or Listening**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	1	3.3%
B	Often (3)	20	66.7%
C	Seldom (2)	9	30%
D	Never (1)	0	0%
Total		30	<b>100%</b>

From the table above, there are 1 (3.3%) students who answer always, 20 (66.7%) who answer often, 9 (30%) who answer seldom, and 0 (0%) who answer never. Therefore, it can be concluded that most of the students often write down new word found while reading or listening.

**Table IV.15**

**The Students Record their Voice to Know their Ability in Pronouncing English Words**

<b>Options</b>	<b>Alternative Answer</b>	<b>F</b>	<b>P</b>
A	Always (4)	1	3.3%
B	Often (3)	3	10%
C	Seldom (2)	12	40%
D	Never (1)	14	46.7%
Total		30	<b>100%</b>

From the table, there are 1 (3.3%) students who answer always, 3 (3%) who answer often, 12 (40%) who answer seldom, and 14 (46.7%) who answer never. It means that most of students never record their voice to know their ability in pronounce the word with good pronunciation.

**Table IV.16**  
**The Questionnaires' Recapitulation of Students' Reading Aloud Activity**

Table	Option							
	4		3		2		1	
	F	P	F	P	F	P	F	P
VI. 1	2	6.7%	3	10%	17	56.7%	8	26.6%
VI. 2	1	3.3%	15	50%	12	40%	2	6.7%
VI. 3	1	3.3%	6	20%	21	70%	2	6.7%
VI. 4	1	3.3%	2	6.7%	23	76.7%	4	13.3%
VI. 5	2	6.7%	12	40%	15	50%	1	3.3%
VI. 6	1	3.3%	17	56.7%	10	33.3%	2	6.7%
VI. 7	13	43.3%	15	50%	2	6.7%	0	0%
VI. 8	16	53.3%	12	40%	2	6.7%	0	0%
VI. 9	1	3.3%	13	43.3%	16	53.4%	0	0%
VI. 10	8	26.7%	21	70%	1	3.3%	0	0%
VI. 11	1	3.3%	21	70%	8	26.7%	0	0%
VI. 12	3	10%	23	76.7%	4	13.3%	0	0%
VI. 13	3	10%	22	73.3%	5	16.7%	0	0%
VI. 14	1	3.3%	20	66.7%	9	30%	0	0%
VI. 15	1	3.3%	3	10%	12	40%	14	46.7%
Total	<b>55</b>		<b>205</b>		<b>157</b>		<b>33</b>	

**Table IV.17**  
**Percentage of Students' Reading Aloud Activity**

No	Category	Frequency	Percentage
1	High	13	33.3%
2	Middle	14	46.7%
3	Low	3	20 %
<b>Total</b>		<b>30</b>	<b>100%</b>

## **2. Data on Students' Ability in Pronunciation Accuracy**

In order to get the description of students' ability in pronunciation accuracy, the writer used oral test. It was used to obtain the students' ability in pronunciation accuracy. The students will read descriptive text and pronounce the words of minimal pairs. In this research, the researcher used two competent raters to give score the speaking test. After getting the score from the raters, the researcher analyzed the data by using conversion table.

In determining the final score, the researcher used the following formula.

$$\text{Mean} = \frac{\text{Score (Rater 1)} + \text{Score (Rater 2)}}{2}$$

**2**

The data about student's ability in pronunciation accuracy can be seen through the table.

**Table IV. 18**  
**Students' Pronunciation Score**

No	Students' Name	Score		Final Score	Category
		Rater 1	Rater 2		
1	Student 1	65	62	64	Enough
2	Student 2	65	65	65	Enough
3	Student 3	64	64	64	Enough
4	Student 4	70	70	70	Good
5	Student 5	45	45	45	Less
6	Student 6	67	68	68	Good
7	Student 7	64	62	63	Enough
8	Student 8	40	40	40	Less
9	Student 9	60	60	60	Enough
10	Student 10	65	65	65	Enough
11	Student 11	68	66	67	Good
12	Student 12	70	70	70	Good
13	Student 13	64	66	65	Enough
14	Student 14	67	65	66	Good
15	Student 15	70	70	70	Good
16	Student 16	68	65	67	Good
17	Student 17	70	70	70	Good
18	Student 18	64	60	62	Enough
19	Student 19	65	65	65	Enough
20	Student 20	62	64	63	Enough
21	Student 21	54	54	54	Less
22	Student 22	64	65	65	Enough
23	Student 23	65	67	66	Good
24	Student 24	66	64	65	Enough
25	Student 25	60	65	63	Enough
26	Student 26	45	45	45	Less
27	Student 27	65	68	67	Good
28	Student 28	50	50	50	Less
29	Student 29	62	62	62	Enough
30	Student 30	67	65	66	Good

In order to present the data about the students' ability in pronunciation accuracy can be seen in table IV. 4 below.

**Table IV. 19**  
**Percentage of Students' Ability in Pronunciation Accuracy**

No	Category	Frequency	Percentage
1	Very good	0	0 %
2	Good	11	36.7%
3	Enough	14	46.7%
4	Less	5	16.6%
5	Fail	0	0%
<b>Total</b>		<b>30</b>	<b>100%</b>

From the table above, it can be seen the students' ability in pronunciation accuracy can be categorized into very good, good, enough, less, and fail. It is seen that there is 0 students (0 %) get very good, and 11 (36.7%) students get good. 14 of 30 students (46.7 %) get enough category, and the students get less category are 5 of 30 students (16.6%). And there is no student (0 %) get fail category. It can be concluded that the percentage of students' ability in pronunciation accuracy can be categorized into enough level. It can be seen from the result of students' ability in pronunciation accuracy, where there are about 46.7% students who have enough ability in pronunciation accuracy.

## **B. The Data Analysis**

Based on the data presentation, the writer analyzed into two parts, how was the students' reading aloud activity, how was students' ability in pronunciation accuracy, and the correlation between students' reading aloud activity and student's ability in pronunciation accuracy.

In analyzing the data, the researcher used SPSS program version 16. The analysis of data presentation can be seen in the following description.

### **1. Analysis on Students' Reading Aloud Activity**

From the analysis, the researcher got the frequency and descriptive statistics of students' reading aloud activity as follows:



**Table IV. 20**  
**The Frequency of Students' Reading Aloud Activity**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 55	3	10.0	10.0	10.0
57	2	6.7	6.7	16.7
60	4	13.3	13.3	30.0
62	1	3.3	3.3	33.3
63	1	3.3	3.3	36.7
64	2	6.7	6.7	43.3
65	4	13.3	13.3	56.7
67	1	3.3	3.3	60.0
68	2	6.7	6.7	66.7
70	4	13.3	13.3	80.0
72	4	13.3	13.3	93.3
73	1	3.3	3.3	96.7
75	1	3.3	3.3	100.0
Total	30	100.0	100.0	

From the table above, it shows that 3 students get 55 for reading aloud activity (10 %), 2 students get 57 (6.7 %), 4 students get 60 (13.3 %), 1 student gets 62 (3.3 %), 1 student gets 63 (3.3%), 2 students get 64 (6.7 %), 4 students get 65 (13.3 %), 1 student gets 67 (3.3 %), 2 students get 68 (6.7 %), 4 students get 70 (13.3 %), 4 students get 72 (13.3 %), 1 student gets 73 (2.2 %), and 1 student gets 75 (3.3%). Through the analysis, the researcher can interpret that student's reading aloud activity is middle level because more than half of students got score at the middle category.

**Table IV. 21**  
**The Descriptive Statistics of Students' Reading Aloud Activity**

	N	Minimum	Maximum	Mean	Std. Deviation
reading aloud activity	30	55.00	75.00	65.0333	5.94505
Valid N (listwise)	30				

Based on the second formulation, it can be obtained the Mean score on students' reading aloud activity is 65.03, Maximum 75.00, Minimum 55, and Std. Deviation 5.94505. The descriptive statistics table above describes that the Mean score of students' is 65.03. Based on the classification of students' score, the Mean score of students' Reading Aloud Activity is categorized into middle.

## **2. Analysis on Students' Ability in Pronunciation Accuracy**

From the analysis by using spss 16, the researcher got the frequency and descriptive statistics of students' ability in pronunciation accuracy as follows:

**Table IV. 22**  
**The Frequency of Students' Ability in Pronunciation Accuracy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.3	3.3	3.3
	45	2	6.7	6.7	10.0
	50	1	3.3	3.3	13.3
	54	1	3.3	3.3	16.7
	60	1	3.3	3.3	20.0
	62	2	6.7	6.7	26.7
	63	3	10.0	10.0	36.7
	64	2	6.7	6.7	43.3
	65	6	20.0	20.0	63.3
	66	3	10.0	10.0	73.3
	67	3	10.0	10.0	83.3
	68	1	3.3	3.3	86.7
	70	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

From the table above, it shows that 1 students get 40 for ability in pronunciation accuracy (3.3%), 2 students get 45 (6.7%), 1 student gets 50 (3.3 %), 1 student gets 54 (3.3%), 1 student gets 60 (3.3%), 2 students get 62 (6.7%), 3 students get 63 (10%), 2 students get 64 (6.7%), 6 students get 65(20%), 3 students get 66 (10 %), 3 students get 67 (10%), 1 student get 68 (3.3%), and 4 students get 70 (13.3%). Through the analysis, the researcher can interpret that student's ability in pronunciation accuracy is enough level because most of students got score at the enough category.

**Table IV. 23**  
**The Descriptive Statistics of Students' Ability in Pronunciation accuracy**

	N	Minimum	Maximum	Mean	Std. Deviation
ability in pronunciation accuracy	30	40.00	70.00	62.4000	7.76642
Valid N (listwise)	30				

The descriptive statistics table above describes that the Mean score on students' ability in pronunciation accuracy is 62.40, Maximum 70.00, Minimum 40, and Std. Deviation 7.76642. Based on the third formulation, it can be obtained the Mean score of students' is 62.40, and based on the classification of students' score, the Mean score of students' Ability in Pronunciation Accuracy categorized into enough.

### **3. Analysis on the Correlation between Students' Reading Aloud Activity and Ability in Pronunciation Accuracy.**

The following table presents the data of two variables (X and Y) with 30 respondents of this research.

**Table IV. 24**  
**The Result of Variable X and Y**

<b>No</b>	<b>Students' Name</b>	<b>Reading Aloud Activity</b>	<b>Ability in Pronunciation Accuracy</b>
1	Student 1	68	64
2	Student 2	70	65
3	Student 3	65	64
4	Student 4	73	70
5	Student 5	55	45
6	Student 6	60	68
7	Student 7	67	63
8	Student 8	55	40
9	Student 9	62	60
10	Student 10	63	65
11	Student 11	65	67
12	Student 12	72	70
13	Student 13	65	65
14	Student 14	64	66
15	Student 15	60	70
16	Student 16	72	67
17	Student 17	75	70
18	Student 18	65	62
19	Student 19	70	65
20	Student 20	72	63
21	Student 21	57	54
22	Student 22	68	65
23	Student 23	70	66
24	Student 24	72	65
25	Student 25	60	63
26	Student 26	57	45
27	Student 27	70	67
28	Student 28	55	50
29	Student 29	60	62
30	Student 30	64	66

To get more description about students' reading aloud activity and ability in pronunciation accuracy, it is necessary to conduct descriptive statistics by using SPSS version 16.00 explained on the following.

**Table. IV. 25**  
**Descriptive Statistics**

	reading aloud activity	ability in pronunciation accuracy
N Valid	30	30
Missing	0	0
Mean	65.0333	62.4000
Median	65.0000	65.0000
Mode	60.00	65.00
Std. Deviation	5.94505	7.76642
Variance	35.344	60.317
Range	20.00	30.00
Minimum	55.00	40.00
Maximum	75.00	70.00
Sum	1951.00	1872.00

Based on the table IV. 25 above, it describes that the Mean score of students' reading aloud activity is 65.03, Median 65.00, Mode 60, standard deviation 5.94505, Variance 35.344, Range 20, Minimum 55, Maximum 75, and Sum 1951. While as the Mean score of students' ability in pronunciation accuracy is 62.40, Median 65.00, Mode 65, standard deviation 7.76642, Variance 60.317, Range 30, Minimum 40, Maximum 70, and Sum 1872. Based on the classification of students' score the Mean score of students' reading aloud activity is

categorized into middle level. Then, the Mean score of students ability in pronunciation accuracy is categorized into enough level.

Then, the correlation between students' reading aloud activity (X) and their ability in pronunciation accuracy (Y) can be analyzed through the following table.

**Table IV. 26**  
**Table of Correlation**

		reading aloud activity	ability in pronunciation accuracy
Spearman's rho	reading aloud activity	Correlation Coefficient	1.000
		Sig. (2-tailed)	.613**
		N	.000
	ability in pronunciation accuracy	Correlation Coefficient	1.000
		Sig. (2-tailed)	.613**
		N	.000

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the Table IV.26 above, the variable of correlation coefficient of the students' reading aloud activity and their ability in pronunciation accuracy = 0.613 sig. (2-tailed) = 0.000, the interpretation is as follows:

1. The score of correlation coefficient 0.613 0.377 in significant standard 5% and 0.496 in significant standard 1% (see table Rho). It means that  $H_a$  is accepted which indicates that there is a moderate correlation between students' reading aloud activity and ability in pronunciation accuracy.

2. The probability score or sig. (2- tailed) is  $0.000 < 0.05$ . It means that  $H_a$  is accepted. On the other word, there is significant correlation between students' reading aloud activity and ability in pronunciation accuracy.
3. The outputs above show that there is a sign \*\*, means that there is significant correlation between students' reading aloud activity and ability in pronunciation accuracy.

Direction of correlation between two variables is positive. It means that the higher students' reading aloud activity is the higher their ability in pronunciation accuracy will be. On the contrary, the lower the students' reading aloud activity, lower their ability in pronunciation accuracy will be.





## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

The topic of this study is the correlation between students' reading aloud activity and ability pronunciation accuracy. The research contains two variables, namely; independent variable, students' reading aloud activity (X) and dependent variable, the ability in pronunciation accuracy (Y).

Regarding the formulation of the problem in this paper, the conclusion can be summarized as follows:

1. The Spearman's rho correlation of this research is 0.613, means that the correlation level is a moderate correlation. Since the value is positive, it can be called a positive correlation where the two variables are parallel. It means that both of the variables have the same direction. A change of an variable X would be followed by the change in variable Y. If the students' reading aloud activity is increased, the students' ability in pronunciation accuracy will be increased too.
2. Students' reading aloud activity at the first year students of MTs. Bahrul Ulum Al Islamy Kampar Regency is categorized into middle level. Based in the analysis, it was found that the mean score of students' reading aloud activity is 65.03.
3. Students' ability in pronunciation accuracy at the first year of students of Mts Bahrul Ulum Al Islamy Kampar Regency is categorized into

enough level because the mean score of ability in pronunciation accuracy is 62.40.

## **B. Suggestions**

### **1. Suggestion for the Teacher**

Teacher is one of the most important educational components in selecting instructional material and choosing appropriate strategies in teaching and learning process. Therefore, the teacher should be encouraged to be a professional one in his or her field.

There are some points that should be considered by the English teachers:

- a. Teacher should use the good method and strategy in improving students pronunciation because it part speaking.
- b. Teachers should give more assignments and tasks to the students, so that students will do exercise, and they will practice more to increase their pronunciation.
- c. Teacher should give more suggestion or motivation in learning pronunciation which is needed in achieving good speaking.

### **2. Suggestion for the Students**

From the research result, the Researcher would like to purpose some suggestions to the students so that they can increase their ability in pronunciation and they can be good speakers later with activities as follows:

- a. Students should increase their reading aloud activity since it plays an important role in increasing their ability in pronunciation accuracy especially while they read text aloud in the class.
- b. The students should be more active among their friends and the teacher in the class to discuss the materials related with pronunciation and practices it in reading aloud and speaking.
- c. The students should pay more attention to the lesson that has explained by the teacher.
- d. The students should more often to read English books.

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